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ABSTRACT

This guide to helping children with motor-skill problems (dyspraxia or developmental coordination disorder [DCD]) examines the motor learning difficulties and their social implications and suggests some strategies to support children through key learning stages. The first chapter discusses terminology, summarizes research on sensory input and processing, and provides estimates of dyspraxia/DCD incidence. Chapter 2 explains the assessment of dyspraxia using a team approach. The following chapter focuses on the role of the teacher in the assessment of developmental dyspraxia. A sample observation checklist covering gross motor, fine motor, and self-help skills is included. Chapter 4 discusses the social and emotional implications of dyspraxia. Chapter 5 considers key issues for the elementary level dyspraxic child including effective communication, handwriting, reading, and organizational skills. Chapter 6 considers the aspects of secondary school that impact a child with dyspraxia/DCD including transition into secondary school, recording information, and organizational skills. Case study examples of interventions with children at various developmental stages are provided in the seventh chapter. The final chapter lists various activities to develop motor skills and self-esteem. Appendices include a list of developmental milestones, a task analysis of the developmental stages for achieving pencil control, and a guide to handwriting norms. (Contains 58 references.) (DB)